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ABSTRACT

This paper reviews selected literature about social studies skills and discusses results of a preliminary survey about the status of skills programs in elementary and secondary schools. More than 15 yearbooks and methods texts published in the 1960s and 1970s are described. "Skill Development in Social Studies," published in 1963 by the National Council for the Social Studies, is reported to be useful. Most methods texts have at least one chapter dealing with skill development. Many stress problem solving and analysis of controversial matters. In an effort to identify existing skill development programs, the author surveyed members of the Social Studies Supervisors Association. Analysis of 61 responses is presented. Medium-size school districts seem to be most active in developing skills programs. Data gathering and thinking skills are reported most frequently, and social action skills are reported least frequently. Effective teaching procedures include learning centers, contracts, simulations, and discussion of public and private issues. Ten districts are identified as moving ahead in skill development. The author recommends that schools identify important skills, analyze existing curriculum in terms of those skills, and offer repetitive experiences to reinforce skill development. He also sees a need for a guide to social studies skills which will be useful after students graduate. (AV)

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STATUS AND EFFECTIVENESS OF SOCIAL STUDIES SKILLS PROGRAMS

Jack Cousins

Introduction

This paper presents a brief overview of selected literature about social studies skills and the results of a preliminary survey about the status of social studies skills programs.

Educational literature, including much of the literature dealing with the social studies, supports the view that skill development ought to be an important part of the instructional programs. This yearbook is but one among many books dealing with skills development. In 1963, the National Council for the Social Studies published the yearbook entitled, Skill Development in Social Studies[1]; in 1967, NCSS published another yearbook, this one titled, Effective Thinking in the Social Studies.[2] This latter book, although organized around the theme of "effective thinking" contained much that was about the skills needed to be an effective thinker. In 1973, Teaching Social Studies Skills[3] was published, a volume which covered a variety of skills from reading and writing to the skills of data analysis and inquiry. Also published in 1973, Frankel's Helping Students Think and Value[4], was written to assist teachers who were attempting to help students make value decisions. This particular book emphasizes the higher level cognitive skills and affective skills utilized in

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[1]Carpenter, Helen McCracken (editor), SKILL DEVELOPMENT IN THE SOCIAL STUDIES, Thirty-third Yearbook, (Washington, D.C.; National Council for the Social Studies, 1963).

[2]Fair, Jean and Fannie R. Shaftel (editors), EFFECTIVE THINKING IN THE SOCIAL STUDIES, Thirty-seventh Yearbook (Washington, D.C.: National Council for the Social Studies, 1967).

[3]Chapin, June R., and Richard E. Gross, TEACHING SOCIAL STUDIES SKILLS, (Boston: Little, Brown and Company, 1973).

[4]Frankel, Jack R. HELPING STUDENTS THINK AND VALUE: STRATEGIES FOR TEACHING THE SOCIAL STUDIES, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

making value related decisions.

In the past twenty years numerous secondary and elementary methods texts have appeared and in almost every one, there is at least one chapter dealing with skill development. Although not every author used the label of skill development, the content clearly fits under such a heading. The original Hunt and Metcalf volume[5] had at least seven chapters which dealt with some aspects of skills and their use in social studies classes. The Hunt and Metcalf volume of 1968[6], although reorganized in its presentation still contained approximately the same amount of material dealing with skills. The Massialas and Cox text of 1966[7] also recognized skills, especially in the chapters emphasizing the use of reflective thinking within social studies classrooms.

Edwin Fenton's volume, the New Social Studies in Secondary Schools: An Inductive Approach was also published in 1966[8]. Although the major goals differed to some degree from those emphasized by Hunt and Metcalf, and Massialas and Cox, Fenton nevertheless was concerned about teaching a variety of skills. He was committed to teaching substantial amounts of historical knowledge, but not for its own sake. Proposed was a mode of inquiry closely akin to the methods employed by professional historians. In order to engage in such a model of inquiry, students were to be taught a variety of cognitive and intellectual skills including note taking, recognizing frames of reference, gathering information, developing inferences and hypotheses, asking inductive questions, and deciding what is a fact. Permeating

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[5]Hunt, Maurice P., and Lawrence E. Metcalf, TEACHING HIGH SCHOOL SOCIAL STUDIES, (New York: Harper & Row, Publishers, 1955).

[6]Hunt, Maurice P., and Lawrence E. Metcalf, TEACHING HIGH SCHOOL SOCIAL STUDIES, (New York: Harper & Row Publishers, 1968).

[7]Massialas, Byron G., and C. Benjamin Cox, INQUIRY IN SOCIAL STUDIES (New York: McGraw Hill Book Company, 1966).

[8]Fenton, Edwin, TEACHING THE NEW SOCIAL STUDIES IN SECONDARY SCHOOLS: AN INDUCTIVE APPROACH (New York: Holt, Rinehart and Winston, Inc., 1966).

Fenton's approach was the notion that students were required to make decisions at a variety of levels. It was assumed that decisions would be made about knowledge, procedures and values. The Cox/Massialas text, the 1968 Hunt and Metcalf volume, and Fenton's book definitely recognized that systematic analysis of values was to play a major role in social studies education. This analysis of values quite often required students to make decisions.

Clarifying Public Controversy[9] by Fred Newman and Donald Cliver, although not written using skills terminology it is, nevertheless, a book which emphasizes the skills necessary to analyze controversial matters. Although many of the issues presented by Newman and Oliver are historical, they provide situations in which discussion skills can be learned and practiced. And, the intent of this approach was clearly to press students to make decisions about historical situations which were, and still are, controversial. In 1974, two methods books, one by Phillips[10], and the other by Ehman, Mehlinger and Patrick[11] appeared. Although each text has unique characteristics, both advocate that value analysis is including the necessary skills, is a necessary part of social studies instruction.

When one examines a selection of elementary social studies methods textbooks, it is impossible to locate a recent publication that does not give special attention to skills development. The relative amount of emphasis for special skills varies from book to book, but it remains that specialists in elementary social studies have long a commitment to skills as a major component within social studies education.

Social Studies Through Problem Solving[12] by Dunfee and Stagl, consistent with the middle sixties, emphasized the development of cognitive and intellectual skills essential to problem solving. Emphasized were the skill areas of communication, location and interpretation of information, critical thinking skills and group pro-

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[9]Newmann, Fred M., and Donald W. Oliver, CLARIFYING PUBLIC CONTROVERSY, (Boston: Little, Brown and Company, 1970).

[10]Phillips, Richard C, TEACHING FOR THINKING IN HIGH SCHOOL SOCIAL STUDIES, (Menlo Park, California: Adison-Wesley Publishing Co., 1974).

[11]Ehman, Lee, Howard Mehlinger and John Patrick, TOWARD EFFECTIVE INSTRUCTION IN SECONDARY SOCIAL STUDIES, (Boston: Houghton Mifflin Company, 1974).

[12]Dunfee, Maxine and Helen Sagl, SOCIAL STUDIES THROUGH PROBLEM SOLVING: A Challenge to Elementary School Teachers (New Yrok: Holt, Rinehart and Winston, Inc., 1966).

cess skills. In 1968, Bernice Goldmark's Social Studies: A Method of Inquiry[13] was published. Although this particular text is a critical examination of inquiry teaching, it can be classified as a methods text. Goldmark's major thesis was that inquiry was the method of the social studies, with special attention given to inquiry approaches and skills. Consequently this entire volume is an explanation of various aspects of inquiry.

Although other volumes of the late sixties and seventies, including those by Jarolimek,[14] Hanna et al[15], Michaelis[16], and Joyce[17], (this latter book also has application for secondary social studies), vary in the emphases given to different skill areas, it remains that all contain substantial material relative to skills development.

Since the literature relative to skill development is very extensive - much more extensive than the few annotations mentioned above - it might be reasonable to think that social studies instruction is heavily permeated with skills-related teaching. It should be quite an easy task to locate programs which include conscious and systematic skill development components. To be certain there are programs in which skills are developed, but at the same time, these skills are incidental to the main emphasis of the programs, which is cognitive content. If skill development is such an integral part of social studies education, it seems that teachers would be as seriously pursuing skill development as content itself. These skills would be learned and used; remembered and repeated; and, expanded and sharpened. Finally, if skills development is a recognized part of the curriculum, we ought to find that skills are evaluated as frequently and consistently as cognitive portions of the curriculum. To be more direct, perhaps blunt: If teaching for skill development is

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[13]Goldmark, Bernice, SOCIAL STUDIES: A METHOD OF INQIURY (Belmont, California: Wadsworth Publishing Company, Inc., 1968).

[14]Jarolimek, John, SOCIAL STUDIES IN ELEMENTARY EDUCATION (4th Edition) (New York: Holt, Rinehart and Winston, Inc., 1973).

[15]Hanna, Lavone A., Gladys L. Potter and Robert W. Reynolds, Dynamic Elementary Social Studies (Third Edition) (New York: Holt, Rinehart and Winston, Inc., 1973).

[16]Michaelis, John U., SOCIAL STUDIES FOR CHILDREN IN A DEMOCRACY (5th Edition) (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972).

[17]Joyce, Bruce R., NEW STRATEGIES FOR SOCIAL EDUCATION (Chicago: Science Research Associates, Inc., 1972).

a serious enterprise, visitors to social studies classes would be able to ask teachers what particular skills are being taught, and teachers should be able to respond just as quickly as they would to similar questions about the regular content being studied.

Survey Results

In an effort to acquire some baseline information, this writer and Frances Haley of the Social Science Education Consortium developed a questionnaire (Appendix) which we mailed to 275 members of the Social Studies Supervisors Association.

This questionnaire had multiple purposes. It was designed to gather information relative to the existence of skill development programs, at what grade levels skills were taught, which particular skills were emphasized, to identify (if possible) teaching procedures used in skills development, to identify published materials in which skills were recognized, and to find out if systematic evaluation procedures were being used in skills development programs. At this time, we know our expectations were too great. First of all, the terminology used to ask questions about skills seems to mean different things to different persons.. Secondly, it seems that many school systems are just getting into developing skills programs. Our questionnaire, therefore, seems to have been premature. Thirdly, our sample, and especially the small return, is far too small from which to draw definitive generalizations. Nevertheless, some of the information gleaned is presented since it, inferentially, does suggest some things relative to skills development.

Sixty-one usable responses were received. Recognizing that this was a very small sample, we personally contacted many public school systems in Colorado to determine if any had a definite skills development program as a basis of curriculum organization. None were located, but it must be added that several districts are in the processes of developing such programs. In addition to the usable responses several letters were received explaining that, although no program was in existence, many districts were interested in, or in the early stages of developing skills programs.

RESPONSES TO SKILLS QUESTIONNAIRE

Student Population in District	Number of Districts Responding
1000 to 5000	14
6000 to 15,000	21
16,000 to 25,000	10
26,000 to 50,000	8
over 51,000	8
Total	61

Since the number of responses was so limited, the data are not reported according to the size of the school districts. An initial examination of the responses indicated that the school district size did have something to do with the existence of skills programs. It was suggested that the smallest and the largest of the responding districts were least likely to have developed skills programs. Middle range districts seemed to be the most active in developing skills programs.

There are other limitations which were caused by the questionnaire itself. Although mailed to persons known to have been involved in social studies, there is no assurance that general skills programs were not included in the responses. In addition to the above limitation, the responses suggest that many (perhaps most) of the respondents were involved in secondary school social studies.

Although sixty-one school districts responded to the questionnaire, only forty-four reported any skills program in operation. The following table indicates the various levels at which these programs are in operation. A total of fifty-five programs were reported by the forty-four districts since, in some districts, more than one program is in existence.

Seventeen of the responding districts reported that no definite skills program whatsoever was in operation. Skills are probably taught somewhere in each of these districts, especially in the elementary years. Nevertheless, it is interesting to note that no conscious, clearly articulated program was reported in more than one-fourth of the reporting districts.

Grade Levels	Number of Times Reported
K-6	9
7-9	14
10-12	15
K-12	17
Total	55

When the size (student population) of reporting districts was compared to the reported programs, it was noticed that approximately one-half of the smaller districts reported no program whatsoever. It was also noted that approximately 25% of the districts between 6000 and 15,000 students also reported no skills programs in operation. It should, however, be made clear that these data are not generalizable. It is quite safe to assume that basic skills programs in reading and information acquisition are in operation in virtually every school surveyed. On the other hand, there is a hint that skills development may be left to chance. In other words, it seems to be assumed that curriculum materials and the corresponding teaching strategies will somehow help students acquire competency in various skills.

In 1966, Donald Oliver and James Shaver argued that the term "content" was an ambiguous one. Although content usually refers to the substantive material presented to students, there is a second dimension and that is the processing of that information. They (Oliver and Shaver) raised the issue of what students were to do with information once it has been presented or read. In other words, they were arguing for a clear recognition that the processes employed in the classroom are very much a part of the content. Oliver and Shaver were arguing for a clear recognition of a set of intellectual operations used in discussing value laden, controversial matters.[18] These operations can be identified as those of reflective thinking. This writer takes the position that skills, especially skills such as organizing information, recognizing concepts, developing a tentative generalization, analyzing an argument, or interpreting information are also content. In other words, social studies content includes information, the methods by which students and teachers process that information, and the skills utilized in the processing. A social studies curriculum might make more sense if the first consideration was the skills and attitudes necessary to become an effective, decision-making citizen.

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[18]Oliver, Donald W., and James P. Shaver, TEACHING PUBLIC ISSUES IN THE HIGH SCHOOL, (Boston: Houghton Mifflin Company, 1966), pp. 3-15.

Curriculum developers should also consider the bodies of information necessary to assist young people to acquire skills they will use throughout their lives, both in and out of school.

In addition to identifying grade levels of skills programs, respondents were requested to identify which of the following skills areas were included in existing programs: decision making, thinking, reading, data gathering, group process and social action. Reported were:

Skill Area	Grade Level K-6	7-9	10-12	Total Times Reported	Number of Separate Districts Reporting
Decision Making	8	17	18	43	33
Thinking	11	16	20	47	33
Reading	11	18	15	44	24
Data Gathering	15	18	20	53	25
Group Process	9	17	15	41	22
Social Action	5	12	10	37	13

Perhaps the most interesting information here is the indication that data gathering and thinking skills are reported most frequently while social action skills were reported less frequently than other areas. Reading skills, decision making skills and group process skills were grouped in the middle. A serious shortcoming of the questionnaire was that large skills areas were identified, but supporting ones were not. For example, under the category of decision making, no supporting skills such as formulating alternatives, projecting consequences and evaluating alternatives were included. Thus, the item asking for identification of skills areas probably meant many different things to various respondents.

In addition to the general skills areas, respondents were asked to identify particular procedures by which skills areas were taught. The following procedures were identified: Learning Centers, Learning Activity Packets, Contracts, Written Exercises, Simulation/Games, Public/Personal Issues Discussions, Skill Development Kits and Audiovisual Materials. Respondents were asked to identify which of the above strategies were used for each of the large skills areas previously identified. The following tables present the data for those skill areas.

DECISION MAKING SKILLS

Strategies	Grade Levels in Which Used				Total
	K-6	7-9	10-12	K-2	
Learning Centers	7	4	4	2	17
Learning Activity Packets	5	6	6	0	17
Contracts	3	5	7	1	16
Written Exercises	7	12	9	4	32
Simulation/Games	7	15	15	4	41
Public/Personal Issues Discussions	1	11	13	3	28
Audiovisual Materials	4	8	10	4	26

The above information was generated by 33 separate school districts.

Although they had previously reported skills programs in operation, eleven districts did not report any particular strategies by which decision making skills were taught. In addition, there were the 17 districts which originally reported no programs in operation. Responding districts were also requested to name particular curricular materials used in their decision making program. Following is a list of materials as named by respondents.

The Americans by Carnegie Mellon
California Bill of Rights Project Materials
War and Peace Materials
Subject to Citizen
Holt Data Bank
Analyzing Public Issues
Our Working World
AEP - Harvard Materials
Carnegie Mellon Materials for High School

THINKING SKILLS PROCEDURES

Strategies	Grade Levels for Which Reported				Total Times Reported
	K-6	7-9	10-12	K-12	
Learning Centers	3	4	3	4	14
Learning Activity Packets	2	5	3	2	12
Contracts	2	3	3	0	8
Written Exercises	5	10	9	0	24
Simulation/Games	2	5	3	0	10
Public/Personal Issues Disc.	0	3	1	0	4
Skill Development Kits	3	9	5	2	19
Audiovisual Materials	1	5	4	0	10

These data were reported by 24 separate school districts. Twenty districts which had reported a skills program did not report any specific strategies for

teaching reading skills. This may be partially due to the fact that the respondents were more heavily involved in secondary school work. It does, however, suggest that secondary social studies people are not substantially involved in developing reading skills in social studies classes.

Additional materials named by the respondents were SRA social studies materials and The Americans.

DATA GATHERING SKILLS PROCEDURES

Strategy	Grade Level K-6	7-9	10-12	K-12	Total Times Reported
Learning Centers	5	7	7	2	21
Learning Activity Packets	4	7	4	0	15
Contracts	2	4	2	0	8
Written Exercises	4	12	13	3	32
Simulation/Games	4	12	12	2	30
Public/Personal Issues Dis.	2	8	11	1	22
Skill Development Kits	2	10	6	3	21
Audiovisual	4	7	6	3	22

These data were generated by twenty-five separate districts. Nineteen districts originally reporting a skills program did not report any specific strategies for teaching Data Gathering Skills. Other materials named by the respondents were: The Americans, Holt materials and the NCSS Skills List.

GROUP PROCESS SKILLS

Strategy	Grade Level K-6	7-9	10-12	K-12	Total Times Reported
Learning Centers	1	2	2	1	6
Learning Activity Packets	0	5	3	1	9
Contracts	1	4	2	0	7
Written Exercises	1	7	5	2	15
Simulation/Games	3	10	9	3	25
Public/Personal Issues Disc.	1	9	7	2	19
Skill Development Kits	3	2	1	0	6
Audiovisual	3	2	1	0	6

The above information was reported by twenty-two separate school districts. Twenty-two districts originally reporting a skills program did not report specific strategies relative to group process skills.

SOCIAL ACTION SKILLS

Strategy	Grade Level K-6	7-9	10-12	K-12	Total Times Reported
Learning Centers	0	1	5	0	6
Learning Activity Packets	1	3	1	0	5
Contracts	1	1	1	0	3
Written Exercises	0	1	3	0	4
Simulation/Games	1	5	9	1	16
Public/Personal Issues Disc.	0	2	7	1	10
Skill Development Kits	0	2	1	0	3
Audiovisual	0	0	2	1	3

The above were reported by only 13 school districts. Thirty-one districts which reported a skills program did not report any special strategies for developing social action skills.

The total number of times the various strategies were reported for all skills categories is as follows:

Strategies	Times Reported
Learning Centers	82
Learning Activity Packets	79
Contracts	63
Written Exercises	147
Simulation/Games	153
Public/Personal Issues Discussion	106
Skill Development Kits	79
Audiovisual materials	92

It was not surprising to note that written exercises were so frequently reported since such a category can cover a multitude of particular activities. It was, on the other hand, somewhat surprising to note the number of times that simulation and games were reported as a skills teaching strategy. This was an especially popular strategy in teaching group process skills, decision making skills, data gathering skills and social action skills. It would be most interesting to know what particular simulations were used to teach the various skills areas.

Although it is inferential, it was possible, by carefully reading the questionnaires, and by examining materials forwarded by respondents, to identify some districts in which considerable effort is being expended to develop social studies skills. It was not, on the other hand, possible to determine if the skills programs

were unique to social studies or whether they cut across curriculum lines. And, it is not possible to determine if the skills program, as identified in printed materials, is actually operating in social studies classes.

The following districts are those identified as moving ahead in the area of skills development: Lincoln Nebraska; Berkeley, Michigan; Lexington, Kentucky; Racine, Wisconsin; Janesville, Wisconsin; Huntington Beach, California; Cupertino, California; Belvedere, Illinois; Warren, Michigan; and Columbus, Ohio. In addition to those districts which have already done considerable work in the skills areas, it was possible to identify other districts in which work is now underway. These were: Little Rock, Arkansas; Memphis, Tennessee; Jefferson County, Colorado; Liverpool, New York; and Atlanta, Georgia.

Two districts have developed a taxonomical approach to social studies skills. Liverpool, New York, has produced a booklet, Social Studies Skills, which includes the following categories: 1.0 Reading; 2.0 Writing; 3.0 Information Discovery; 4.0 Human Relations; 5.0 Critical Thinking; 6.0 Problem Solving; 7.0 Verbal Skills; 8.0 Listening; 9.0 Perception and Interpretation; 10.0 Map and Globe Skills; and 12.0 Time and Chronology. No attempt was made to justify the various levels, but each skill area and the sub-skills are clearly identified for the classroom teacher. It was not possible to determine if the curriculum is actually developed around the skills guide.

Lincoln, Nebraska, has developed a skills guide entitled Junior High Basic Studies Skills Record. Apparently intended to be used in all curriculum areas, it is really a checklist of student progress. Nevertheless, a taxonomy of skills is suggested. The following major areas are included: Communication/Writing, with the sub areas of spelling, capitalization, punctuation, sentence structure, organization, vocabulary, handwriting, listening and speaking; reading, with the sub skills of reading and decoding, comprehension, and

literary appreciation. The third major area is that of decision making with sub skills of critical thinking and inquiry skills. Next is the area of personal and social growth which includes many sub areas in the area of developing personal attitudes. Finally, there is the area of reference and study skills with more than fifty sub skills. Although this elaborate list is obviously designed for general use, it is also a most useful list for those involved in social studies skills development.

From the information received, there seems to be considerable work going on in Wisconsin. The book, Skill Development in the K-6 Social Studies Program[19] is a major effort. Although it emphasizes cognitive geographic skills, it does include the skills of drawing inferences. The Racine, Wisconsin, program seems to be modeled after this state publication. No publications were received which would suggest that any state has attempted to design a curriculum using skills as the most absic component. All curriculum guides make reference to skills, but when the suggestions for curriculum are examined, it remains that the most basic component in social studies curriculum is knowledge. Most of the guides do reflect the social studies of the 1960s and early 1970s. There are frequent references to structures of disciplines, the development of concepts and the development of generalizations.

To attempt to summarize such a preliminary, limited survey is a very hazardous endeavor. But, there are some hints which seem important. First and perhaps most important, skills do not seem to have gained a prominent foundational position in curriculum development. They are endorsed by almost all social studies teachers, but their development is apparently expected to result from the conceptual-informational features of the curriculum. To the extent that skills are emphasized, data gathering and thinking skills are most frequently mentioned, with social action skills mentioned least frequently.

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[19] Skill Development in the K-6 Social Studies Program, Bulletin No. 5193, Wisconsin Department of Public Instruction.

Since there does appear to be considerable interest in giving skills development high priority in curriculum, this writer will take the risk of making several suggestions which might be useful. First, curriculum supervisors should acquire skills guides from school districts already identified in this chapter. In addition, it might be useful to review the skills chart in the 1963 NCSS Yearbook.[20] Next, a grade by grade skills program should be developed along with the identification of existing skills development efforts already in operation. It is important to note that skills, once initially developed, cannot be left to chance in each succeeding grade. Repetitive experiences are necessary if various skills are to become a part of each student's intellectual equipment. A third step is to analyze the curriculum materials in use to determine if these materials were developed so that skills are explicitly evident. It is important at this point to carefully examine the teacher's guides since skill suggestions are often presented in the teacher rather than student materials. Just as one can analyze materials for readability, sexism, racism and historical accuracy, it is possible to analyze materials for their contribution to skills development. Once students have read the materials, participated in discussions, written an assignment, completed a project, what skill(s) has/have been introduced, extended or repeated? Although it is a difficult task, it is possible. If the materials do not contribute to the development of skills, one might seriously question their value, especially if the needs of students in the next ten to twenty years is a criterion for the social studies.

Another closely related approach is to develop a guide for social studies skills which, hopefully, will remain with students long after much of the factual content will have been forgotten. Develop a skills guide for each grade, kindergarten through grade 12. Decisions about levels of complexities, need for repetition, and where skills are developed in other curricular areas such as English will have to be made.

[20]Johns, Eunice, and Dorothy McClure Fraser, "Social Studies Skills: A Guide to Analysis and Grade Placement" in Carpenter, Helen McCracken (ed) op. cit., pp. 310-327.

Once this is done, select curriculum materials on the basis of their contribution to this program. Even though the substantive information used to develop skills is of great importance, the highest priority should be given to the skills program. If, we as social studies educators are serious about education for the future, it is reasonable to assume that we can shift priorities for the sake of our students. This is not to say that the particular history studied is not important or that any haphazard presentation of economic ideas is sufficient as long as a skill is developed. The selection of content is vital, but the concept of content must be enlarged to include the skills by which content is studied, analyzed and used in school, but especially out of school.

Appendix

SOCIAL STUDIES SKILL DEVELOPMENT PROGRAMS

Questionnaire

1. Name _____ 1a. Position _____

2. School of School District _____

3. Address _____
City State Zip

4. Telephone _____
Area Code Number

5. Number of students in your district _____

6. Number of schools in your district: Elementary _____ Middle _____ Jr. High _____
Secondary _____

7. Does your district (school) have a skills development program for:

_____ K-6 _____ 7-9 _____ 10-12 _____ k-12

8. Which of the following areas are included in your skills program? Circle all appropriate levels for each skill.

Decision making Skills	K-6	7-9	10-12	K-12
Thinking Skills	K-6	7-9	10-12	K-12
Reading Skills	K-6	7-9	10-12	K-12
Data Gathering Skills	K-6	7-9	10-12	K-12
Group Process Skills	K-6	7-9	10-12	K-12
Social Action Skills	K-6	7-9	10-12	K-12

9. On each of the following pages, one of five skill areas is listed. For each area, there is a checklist of grade levels and a list of procedures by which skills might be taught. Please circle the grade levels at which your school uses the teaching procedures listed to teach these skills. There is a space provided for a brief description of your program for each of the skills areas. Please indicate the name of published materials which you are using that have built-in skill development programs.

9A. DECISION MAKING SKILLS

Procedures Used for Teaching Decision Making Skills		Grade Level of Emphasis (Circle all appropriate levels)			
_____	Learning Centers	K-6	7-9	10-12	K-12
_____	Learning Activity Packets	K-6	7-9	10-12	K-12
_____	Contracts	K-6	7-9	10-12	K-12
_____	Written Exercises	K-6	7-9	10-12	K-12
_____	Simulation/Games	K-6	7-9	10-12	K-12
_____	Public/personal issues discussion	K-6	7-9	10-12	K-12
_____	Skill Development Kits	K-6	7-9	10-12	K-12
_____	Audiovisual Materials	K-6	7-9	10-12	K-12
_____	Other (Please name)	K-6	7-9	10-12	K-12

Brief description of skills program.

Are teachers guides available? _____yes _____no

9B. THINKING SKILLS.

Procedures Used for Teaching Thinking Skills	Grade Level of Emphasis (Circle all appropriate levels)			
_____ Learning Centers	K-6	7-9	10-12	K-12
_____ Learning Activity Packets	K-6	7-9	10-12	K-12
_____ Contracts	K-6	7-9	10-12	K-12
_____ Written Exercises	K-6	7-9	10-12	K-12
_____ Simulation Games	K-6	7-9	10-12	K-12
_____ Public/personal issues discussion	K-6	7-9	10-12	K-12
_____ Skill Development Kits	K-6	7-9	10-12	K-12
_____ Audiovisual Materials	K-6	7-9	10-12	K-12
_____ Other (Please name)	K-6	7-9	10-12	K-12

Brief description of skills program.

Are teachers guides available? ____yes ____no

9C. GROUP PROCESS SKILLS

Procedures Used for Teaching Group Process Skills	Grade Level of Emphases (Circle all appropriate levels)			
_____ Learning Centers	K-6	7-9	10-12	K-12
_____ Learning Activity Packets	K-6	7-9	10-12	K-12
_____ Contracts	K-6	7-9	10-12	K-12
_____ Written Exercises	K-6	7-9	10-12	K-12
_____ Simulation/Games	K-6	7-9	10-12	K-12
_____ Public/personal issues discussion	K-6	7-9	10-12	K-12
_____ Skill Development Kits	K-6	7-9	10-12	K-12
_____ Audiovisual Materials	K-6	7-9	10-12	K-12
_____ Other (Please name)	K-6	7-9	10-12	K-12

Brief description of skills program.

Are teachers guides available? ____yes ____no

9D. READING SKILLS

Procedures Used for Teaching Reading Skills	Grade Level of Emphasis (Circle all appropriate levels)			
_____ Learning Centers	K-6	7-9	10-12	K-12
_____ Learning Activity Packets	K-6	7-9	10-12	K-12
_____ Contracts	K-6	7-9	10-12	K-12
_____ Written Exercises	K-6	7-9	10-12	K-12
_____ Simulation/Games	K-6	7-9	10-12	K-12
_____ Public/personal issues discussion	K-6	7-9	10-12	K-12
_____ Skill Development Kits	K-6	7-9	10-12	K-12
_____ Audiovisual Materials	K-6	7-9	10-12	K-12
_____ Other (Please name)	K-6	7-9	10-12	K-12

Brief description of skills program.

Are teachers guides available? _____yes _____no

9E. DATA GATHERING SKILLS

Procedures Used for Teaching Data Gathering Skills	Grade Level of Emphasis (Circle all appropriate levels)			
_____ Learning Centers	K-6	7-9	10-12	K-12
_____ Learning Activity Packets	K-6	7-9	10-12	K-12
_____ Contracts	K-6	7-9	10-12	K-12
_____ Written Exercises	K-6	7-9	10-12	K-12
_____ Simulation/Games	K-6	7-9	10-12	K-12
_____ Public/personal issues discussion	K-6	7-9	10-12	K-12
_____ Skill Development Kits	K-6	7-9	10-12	K-12
_____ Audiovisual Materials	K-6	7-9	10-12	K-12
_____ Other (Please name)	K-6	7-9	10-12	K-12

Brief description of skills program.

Are teachers guides available? ____yes ____no

9F. SOCIAL ACTION SKILLS

Procedures Used for Teaching Social Action Skills	Grade Level of Emphasis (Circle all appropriate levels)			
_____ Learning Centers	K-6	7-9	10-12	K-12
_____ Learning Activity Packets	K-6	7-9	10-12	K-12
_____ Contracts	K-6	7-9	10-12	K-12
_____ Written Exercises	K-6	7-9	10-12	K-12
_____ Simulation/Games	K-6	7-9	10-12	K-12
_____ Public/personal issues discussion	K-6	7-9	10-12	K-12
_____ Skill Development Kits	K-6	7-9	10-12	K-12
_____ Audiovisual Materials	K-6	7-9	10-12	K-12
_____ Other (Please name)	K-6	7-9	10-12	K-12

Brief description of skills program.

Are teachers guides available? ____yes _____no

10. Do you use evaluation procedures within your skills program? ____yes ____no

11. If the answer to question 10 is yes, please describe these procedures briefly.

12. Describe any special features of your skill development program which have not been covered in this questionnaire.